



## Blue Ridge Middle

2423 East Tyger Bridge  
Greer, S.C. 29651

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	914 Students	
<b>Principal</b>	Becky Greene	864-355-1900
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

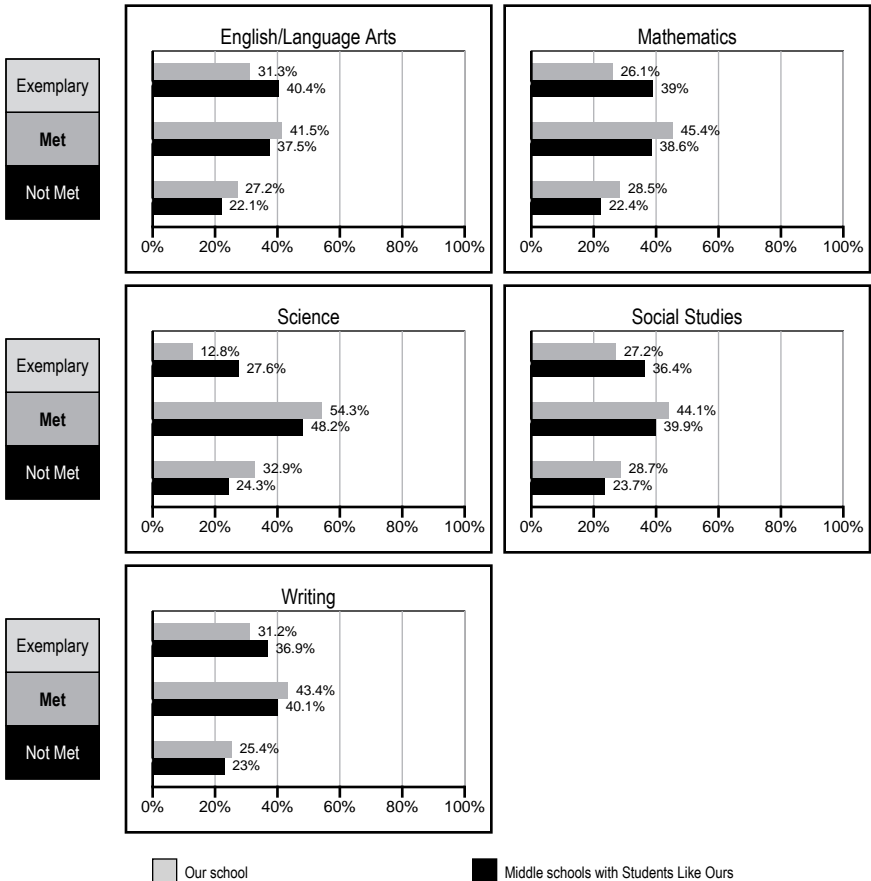
96.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	19	9	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	95.0%	99.1%
English 1	100.0%	94.1%
Physical Science	N/A	69.3%
US History and the Constitution	N/A	100.0%
All Subjects	97.4%	98.1%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=914)				
Students enrolled in high school credit courses (grades 7 & 8)	21.2%	Down from 23.6%	29.8%	21.6%
Retention rate	1.0%	Up from 0.4%	1.1%	1.2%
Attendance rate	96.3%	Down from 96.5%	96.3%	95.9%
Eligible for gifted and talented	18.3%	Down from 21.1%	23.7%	14.8%
With disabilities other than speech	14.9%	Up from 13.5%	11.2%	12.6%
Older than usual for grade	0.8%	Down from 1.4%	1.2%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.5%	0.4%	0.6%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=53)				
Teachers with advanced degrees	64.2%	Up from 63.2%	60.0%	56.9%
Continuing contract teachers	77.4%	Up from 75.4%	78.4%	72.7%
Teachers with emergency or provisional certificates	4.1%	Up from 2.0%	4.0%	5.3%
Teachers returning from previous year	89.6%	Up from 88.0%	85.7%	82.9%
Teacher attendance rate	94.6%	Down from 95.0%	95.1%	95.2%
Average teacher salary*	\$49,409	Up 5.5%	\$48,564	\$46,599
Professional development days/teacher	9.7 days	Down from 14.8 days	11.2 days	10.8 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	24.2 to 1	Up from 23.6 to 1	21.5 to 1	20.1 to 1
Prime instructional time	90.2%	Down from 90.4%	90.5%	89.9%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 95.4%	97.7%	97.8%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil**	\$6,307	Up 4.8%	\$6,994	\$7,645
Percent of expenditures for instruction**	65.3%	Down from 66.2%	66.3%	63.4%
Percent of expenditures for teacher salaries**	61.2%	Up from 60.9%	60.3%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Blue Ridge Middle School is located in the fast-growing northwest corner of Greenville County. It serves 900+ students with a curriculum that is challenging and includes 13 related arts offerings. We offer advanced classes for high school credit in math and ELA. BRMS teachers have created and revised syllabi based on state standards for each subject. Teachers have accessible websites, e-mails, and direct line telephones. Lesson plan objectives are posted daily in each classroom. Compass Learning, instruction on test taking skills, and PASS practice help sessions were available. Single gender education was successfully implemented. PTSA funded grants for teacher use in classrooms. MAP data was collected and used to individualize instruction and chart progress of each student's goal. Students have an opportunity to participate in a variety of district competitive team sports. Students also participate in art, music, band, and academic challenges.

School safety is always of high importance. This year BRMS finished 4 school safety trainings. Hall labels were posted outside on the classroom wings to direct emergency personnel. Key pads have been installed on outside entrances.

Physical fitness has become a priority at BRMS. Teachers and students begin each day with morning stretching exercises led by a PE teacher and broadcast on Tiger TV. Sugar content of available foods at school continues to be monitored and kept to 10 grams per serving. Faculty "meltdown" competitions were continued.

BRMS is a family school dedicated to excellence in life, learning, and physical well-being.

Becky Greene, Principal  
Pam Durham, SIC Chair  
Susan Moon, PTSA Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	251	64
Percent satisfied with learning environment	97.9%	84.0%	85.9%
Percent satisfied with social and physical environment	98.0%	86.1%	89.1%
Percent satisfied with school-home relations	100.0%	91.1%	82.3%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	1.8%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	916	99.8	28.2	42.2	29.6	81.3	84	82.8	Yes	Yes
<b>Gender</b>										
Male	460	99.8	35	39.1	25.9	75.7	80.8	79.3	N/A	N/A
Female	456	99.8	21.4	45.3	33.3	87	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	838	99.9	27.8	41.3	30.9	81.5	89.5	89.5	Yes	Yes
African American	37	100	50	40	10	70	72.7	73.7	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	26	100	25	66.7	8.3	83.3	74.8	76.5	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	135	100	71.1	24.2	4.7	41.4	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	30	65	5	80	74.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	337	99.7	40.5	41.1	18.4	72.2	74.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	916	99.7	30	47.8	22.2	80	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	460	99.6	34.2	42.6	23.2	75.9	79.6	77	N/A	N/A
Female	456	99.8	25.7	53.1	21.2	84.1	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	838	99.8	28.9	48	23.2	80	87	87.2	Yes	Yes
African American	37	100	66.7	26.7	6.7	63.3	66.3	66.7	I/S	I/S
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	26	100	25	70.8	4.2	91.7	75.3	76	I/S	I/S
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	135	99.3	76.4	22	1.6	33.1	48.1	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	19	100	N/AV	N/AV	N/AV	90	76.2	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	337	99.7	45	44.3	10.7	69.9	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	610	99.2	32.3	54.7	13	67.7	71.3	67.5
Gender								
Male	304	98.7	33.3	52.6	14	66.7	70.8	67
Female	306	99.7	31.3	56.8	11.9	68.7	71.8	68
Racial/Ethnic Group								
White	555	99.5	31.2	54.7	14.1	68.8	79.5	79.5
African American	25	100	N/AV	N/AV	N/AV	35	53	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	23	91.3	N/AV	N/AV	N/AV	65	61.1	60.7
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	94	100	75	23.9	1.1	25	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	17	88.2	N/AV	N/AV	N/AV	56.3	60.4	59.6
Socio-Economic Status								
Subsided meals	235	98.7	48.3	46.4	5.2	51.7	57.5	55.1

Social Studies

All Students	618	99.8	28.7	44.1	27.2	71.3	75.7	72.3
Gender								
Male	312	99.7	30.9	38.5	30.6	69.1	75.1	71.5
Female	306	100	26.4	49.8	23.7	73.6	76.3	73.2
Racial/Ethnic Group								
White	564	100	28.2	44.5	27.3	71.8	81.7	80.7
African American	28	100	39.1	43.5	17.4	60.9	61.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	16	100	40	40	20	60	69	68
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	84	100	58.8	32.5	8.8	41.3	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	12	100	46.2	38.5	15.4	53.8	69	67.9
Socio-Economic Status								
Subsided meals	225	100	41.6	41.1	17.2	58.4	63.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	911	98.9	24.7	43.8	31.5	75.3	72.9	70.2	96.3	96.5
<b>Gender</b>										
Male	462	98.5	33.6	42.1	24.3	66.4	66.4	63.2	96	96.4
Female	449	99.3	15.6	45.5	38.9	84.4	79.7	77.5	96.7	96.5
<b>Racial/Ethnic Group</b>										
White	834	99	23.7	44.2	32	76.3	80.5	79.1	96.4	96.3
African American	36	97.2	58.6	24.1	17.2	41.4	57.1	57.6	96.4	96.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.3	86.2	95.7	97.6
Hispanic	26	96.2	20.8	54.2	25	79.2	61.3	62.6	96.8	96.9
American Indian/Alaskan	7	I/S	I/S	I/S	I/S	I/S	71.8	68.7	94.3	95.2
<b>Disability Status</b>										
Disabled	131	95.4	73.3	24.2	2.5	26.7	28.4	26.1	95.1	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
<b>English Proficiency</b>										
Limited English Proficient	19	94.7	26.3	57.9	15.8	73.7	60.5	61.2	97.4	97.2
<b>Socio-Economic Status</b>										
Subsidized meals	329	97.9	35.2	45.5	19.3	64.8	58.8	58.9	95.1	95.8

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample



## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	319	100	25.9	40.9	33.2	74.1
	7	314	99.7	28.2	45.8	25.9	71.8
	8	283	99.7	30.9	39.6	29.4	69.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	319	100	30	49.5	20.4	70
	7	314	99.7	27.9	50.2	21.9	72.1
	8	283	99.3	32.2	43.2	24.6	67.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	156	100	27.5	62.7	9.8	72.5
	7	313	100	33.2	53.2	13.6	66.8
	8	141	96.5	36	48.8	15.2	64
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	163	100	15	61.9	23.1	85
	7	314	99.7	39.2	34.2	26.6	60.8
	8	141	100	21.5	45.2	33.3	78.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	320	98.8	25.3	46.2	28.5	74.7
	7	311	99	25.8	36.2	37.9	74.2
	8	280	98.9	22.5	49.6	27.9	77.5

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample